

Bishop George W. Clinton, D.D., LL.D.

A. M. E. Zion Church

Charlotte, N. C.

BISHOP CLINTON presides over the New Jersey, Alabama, and Western North Carolina conferences. He was born in South Carolina, March 28, 1859.

He attended a "subscription" school until the free schools were established. When the free schools were closed, he studied under a native West Indian teacher employed by the colored people. In 1874 he entered the South Carolina University at Columbia, winning a state scholarship of \$200 for four years.

He studied theology at Livingstone College, Salisbury, N. C., and he was licensed to preach in 1879. He continued to preach in important pastorates and to teach in South Carolina until 1888, when he was appointed pastor at Pittsburg, Pa.

Previous to his election as bishop, in 1896, he founded and edited the *African Methodist Episcopal Zion Quarterly Review*; edited the *Afro-American Spokesman*, and edited *The Star of Zion*, the official organ of the church.

He has been a lecturer for fifteen years in the Bible Training School at Tuskegee Institute; is trustee of three educational institutions of his church, and was, three years ago, elected president of the Young People's Educational and Religious Congress. A volume of his sermons, entitled "Christianity under the Searchlight," has recently been published.

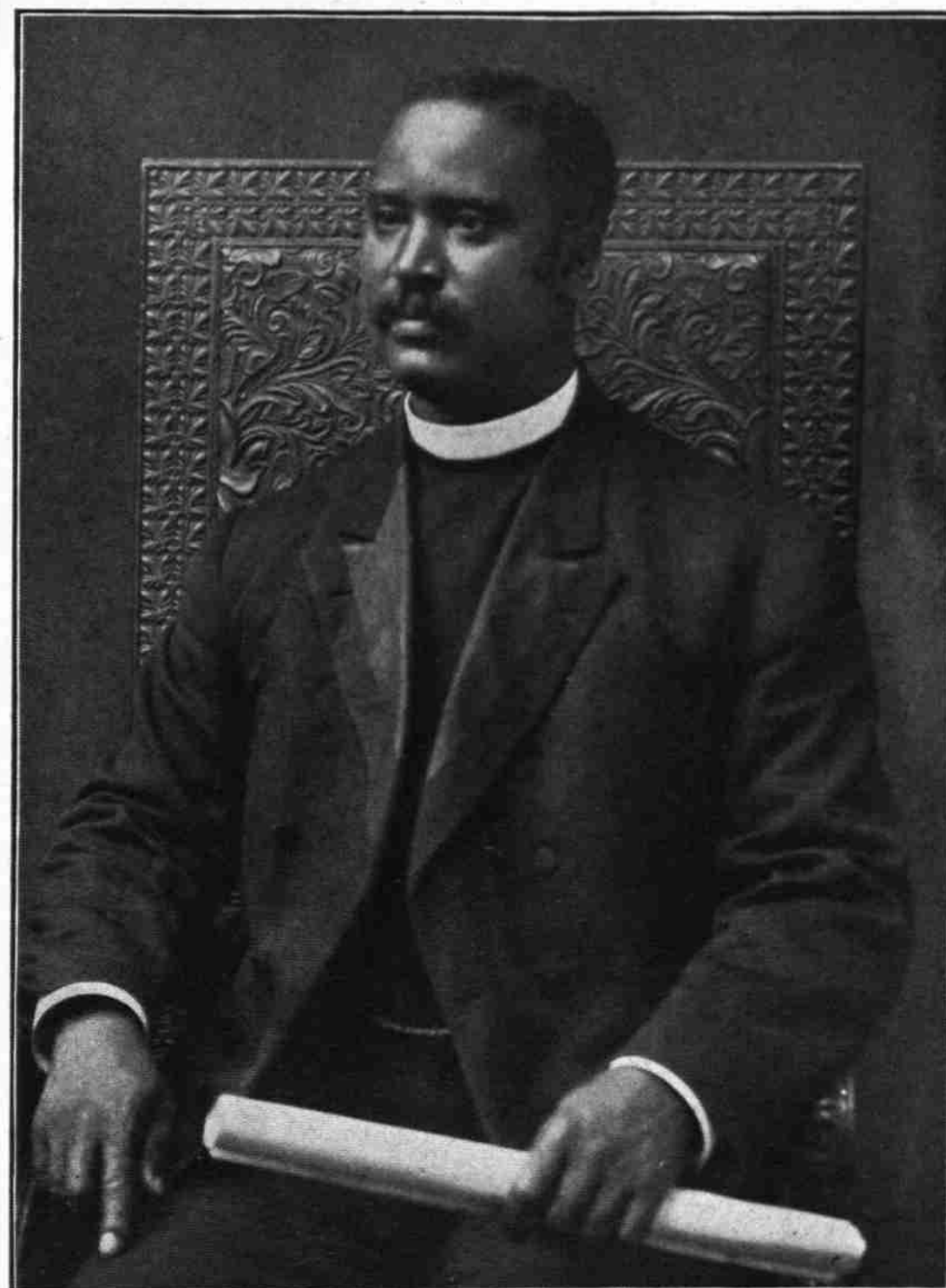
Bishop Clinton was a member of the Clifton Conference, and a member of the special committee to confer with the International Sunday-School Association Committee on "Work among the Negroes." He is a vice-president of the International Sunday-School Association, elected at the Louisville Convention in 1908.

Greatest Needs of the Negro Race

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No subject is of greater importance to this nation than the development of the Negro along moral, religious, intellectual, and industrial lines.

As the first step, the internal life of the Negro should be influenced in a healthy and elevating manner. He must be taught the value and importance, nay, more, the vital necessity of personal purity, integrity, self-respect, self-control, and self-reliance, and their place and power as contributory factors in his highest development. These lessons can



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be best taught in well-ordered homes, where pious and intelligent parents preside. The schools and the various agencies of the church can also do much in inculcating these principles. The necessity for suitable dwellings and healthy surroundings should also be borne in mind.

There are thousands of my people who enjoy these propitious and helpful conditions, and it is noteworthy that these favorably circumstanced ones are making or have made the improvement which our best friends desire. The fact that there are millions who are not thus favorably environed and conditioned, and are failing to make the desired progress and to reach the goal of desirable citizenship, should be a matter of grave concern to the race and its friends, if for no other reason than on the ground that those who are in a healthy condition must consider the well-being of their unhealthy neighbors or later reap a harvest of some deadly epidemic, as a result of neglect.

How shall this class be helped? The Christian religion practically applied by precept and example, and working in conjunction with the measures indicated above, will solve the problem. Better homes, better schools, efficient Christian teachers in the public schools, consecrated and trained teachers in the Sunday-schools, qualified and consecrated ministers, and a few earnest workers with special preparation for missionary and house-to-house work are the most effective agencies to meet the need.

The Sunday-school has been a powerful factor in the moral, religious, and intellectual uplift of the Negro, and, if it can aid in preparing the kind of teachers and special workers needed, its contribution to the development of the race would be vastly increased. In addition to what it accomplishes on the Sabbath, the Sunday-school might reach the young men and women of the community in special week evening meetings of from one to two hours, when the Scriptures and other suitable and helpful subjects may be taught, and industrial training given.

Whatever help is given the Negro is intended to aid him to help himself. The best men and women should constitute a board to serve with the authorities in charge of the educational work of the neighborhood.